

AP English Language and Composition Syllabus

North Dorchester High School – Room A-108

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Course Description and Expectations: In this college-level English course, students participate in an intensive study of rhetoric, composition, and grammar. Students analyze authors' language, detail, style, audience, and patterns of rhetoric. The course involves intensive analysis of college-level texts for mature readers. The advanced literacy skills developed in this course complement the skills required in AP English Literature and Composition. This course prepares students for the AP exam and for effective reading and writing in college and beyond. Students who enroll in this course are encouraged to take the AP test. Students who earn a score of *at least* 3 (on a 5-point scale) on the AP exam may be eligible for college credit.

College Board Course Description: AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

Course Skills:

Skill Categories	Description	Exam Weighting (Multiple-Choice Section)
1. Rhetorical Situation: Reading	Explain how writers' choices reflect the components of the rhetorical situation.	11%–14%
2. Rhetorical Situation: Writing	Make strategic choices in a text to address a rhetorical situation.	11%–14%
3. Claims and Evidence: Reading	Identify and describe the claims and evidence of an argument.	13%–16%
4. Claims and Evidence: Writing	Analyze and select evidence to develop and refine a claim.	11%–14%
5. Reasoning and Organization: Reading	Describe the reasoning, organization, and development of an argument.	13%–16%
6. Reasoning and Organization: Writing	Use organization and commentary to illuminate the line of reasoning in an argument.	11%–14%
7. Style: Reading	Explain how writers' stylistic choices contribute to the purpose of an argument.	11–14%
8. Style: Writing	Select words and use elements of composition to advance an argument.	11–14%

Course Requirements: Attendance and participation: Attendance is critical; class time (**synchronous learning**) will provide opportunities for participation in hands-on-activities, demonstration of knowledge and understanding, reflection on readings, class activities and assignments, and observations from other participants. **Asynchronous learning** time is also important and will be used to practice newly learned concepts through application. Students are expected to be consistently well prepared to participate in class as active, thoughtful discussants virtually and eventually in person as well.

Textbooks and Resources: Laptop, (All reading assignments will be provided to you virtually via Schoology due to virtual learning)

Murphy, Barbara L. and Estelle M. Rankin. 5 Steps to a 5: AP English Language. New York: McGraw Hill, 2021 (provided by instructor).

Required Materials:

Notebook, planner (virtual or hard copy), writing utensils (pencil, pen, etc.)

Course Objectives: By the end of this course, students will be able to...

- Improve communication skills to succeed inside and outside of school
- Demonstrate knowledge and proficiency of the writing process
- Analyze and interpret various texts in a multitude of literary genres
- Develop and improve vocabulary and reading skills

Categories	Percent of Total Term Grade	Examples of Assignments
<i>Assessments - Summative</i>	60%	Unit Tests, Quizzes, Projects, Formal Writing Assignments, Etc.
<i>Other Criteria - Formative</i>	40%	Class Work, Cooperative Activities, Exit Tickets, Informal Writing Assignments, Etc.

Formative/Summative Assessments:

Any student scoring below 70% on a summative assessment shall be permitted to take a retest within 5 (five) school days of receiving the graded assessment unless otherwise approved by the teacher. Retesting will be available to all students if initiated by the student.

Prior to retesting, students are encouraged to arrange additional instructional support and review: attend a review session, complete a review assignment, arrange private tutoring, etc. Retesting shall be conducted at a time designated by the teacher, either in the regular class period, before or after school, or at any other reasonable time prescribed by the teacher.

The retest shall cover the same instructional objectives as the original summative assessment and shall be similar in difficulty level, but the structure of the test and question format may vary at the teacher's discretion. No retests will be given for final/end-of-year examinations.

If the student scores below 70%, then the higher of the two (original and retake) will be the grade recorded for that assessment. If the student scores 70% or above, then a 70% will be recorded for the assessment.

Grading Policy:

The grades for the entire marking period should reflect progress for both formative and summative assignments and the number of grades per category must be appropriate for the overall number of assignments for that term. All teachers must include explanations of these grading systems in their grade books. Columns in the grade books should indicate the task assignment being evaluated and the date of collection for the assignment. Teacher gradebooks must be maintained electronically and updated with current grades weekly. All grades reported will be out of 100 points.

Letter Grades The following letter grades will be used in grades 9-12 for all subject areas

- i. A - Excellent mastery of knowledge and skills; the quality of work is superior.
- ii. B - Good mastery of knowledge and skills; the quality of work is above average.
- iii. C - Satisfactory mastery of knowledge and skills; the quality of work is average.
- iv. D - Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance.
- v. E - Failure in mastery of knowledge and skills; the student does little or none of the work required, and the quality is unacceptable.
- vi. I - Incomplete work due to excessive lawful absences from school

Letter Grade *Percentage Range A 90-100 B 80-89 C 70-79 D 60-69 E 0-59 *Note: Any grade 0.5 or higher will round to the next whole number. *Zeros are assigned for No Effort.

Determining Semester Grade:

- i. Each marking period grade will count one-half of the semester grade.
- ii. The semester exam grade will count 5% of the semester grade.

Determining Final Grade:

- i. Each marking period grade will be used in determining the final grade and

Attendance:

Maryland State law requires regular school attendance. Education Article Section 301 of the Maryland Annotated Code requires that, "each child who resides in this state and is five (5) years old or older and under 18 shall attend public school regularly during the entire school year unless the child is otherwise receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age."

Make-Up Work:

Students with lawful or unlawful absences are required to make up work for all absences. Here is some important information regarding the make-up policy:

- It is the student's responsibility to make up any work missed due to absences, lawful or unlawful. Work satisfactorily made up within the school's prescribed time after returning to school will receive full credit. Work completed after this time period will receive reduced credit only
- Students upon receiving work from their teachers will have the equivalent of the number of days absent to complete work. All makeup work will be graded in accordance with the regular grading policy if it is completed within the established timeline.
- Teachers may extend the deadline for make-up work as provided in school handbooks or in consultation with the principal when the length of the absence warrants, particularly in cases of extended illness or long-term suspensions.
- For suspensions of five (5) or more days, a student's parent or designee must decide with the school guidance office to obtain make-up work during the time of suspension.

Expectations and Procedures:

- Be on time to class each day. If you are late it is your responsibility to reach out to the instructor to receive the information missed during class.
- Be respectful of yourself, your peers, your teacher, and most importantly other personnel around the building.
- Be prepared for class each day. Have all the materials you need readily available and ensure that your technology for virtual learning is fully charged or plugged in.
- Be focused and attentive during synchronous and asynchronous learning to fully understand the material
- Ask thoughtful questions and be ready to discuss materials with one another as a class in a respectful manner.

Units of Study

<p>Unit Description</p> <p>Title: Course Orientation, Introduction to Close Reading, and Rhetorical Awareness</p> <p>Texts: Assorted Nonfiction from <i>The Language of Composition</i></p> <p>Assessments: Weekly vocabulary tests, weekly in-class timed writings, essays, and objective AP-style tests</p>
<p>Title: Accounting for Purpose, Deepening Appreciation of Rhetorical Strategies, and Intimations of Argument</p> <p>Texts: Assorted Nonfiction from <i>The Language of Composition</i></p> <p>Assessments: Weekly vocabulary tests, weekly in-class timed writings, essays, and objective AP-style tests</p>
<p>Title: Understanding and Developing an Argument and the Synthesis Essay</p> <p>Texts: Assorted Nonfiction from <i>The Language of Composition</i>, AP Novels of Choice</p> <p>Assessments: Weekly vocabulary tests, weekly in-class timed writings, essays, and objective AP-style tests</p>
<p>Title: Focused Preparation for the AP English Language and Composition Examination, College Application Essays, and Literature Circles</p> <p>Featured Texts: AP Literature Books of Choice after the examination</p> <p>Assessments: Weekly in-class timed writings, research/synthesis essay, and presentations</p>